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work, and a report will become a necessity, as it will be an important part of the whole.

The care of the garden will form a large part of the spring science. The preparation before planting, the planting and weeding, and the individual habits of growth of the different plants, will of necessity be observed, as the active part taken by the children in caring for the plants will require such observations, while the records made will make their observations more definite.

*Dramatic reading.*—*Rip Van Winkle*, by Washington Irving; poems of heroism.

*Industrial arts.*—Clay-modeling, manual training, weaving, painting and drawing, and gardening.

*Arithmetic.*—Fractions, simple decimals and percentage, and use of the metric system.

## SIXTH GRADE.

MARY REED.

*History.*—During the winter quarter the history study has been the stand for independence made by the American colonies. The story of the Greeks at Marathon, Thermopylæ, and Salamis shows an event of similar meaning in a very different period of history. The study of the Greek wars with the invaders makes necessary a presentation of Greek life as a whole, especially within the cities of Athens and Sparta.

1. The Persian wars: stories of Marathon, Thermopylæ, and Salamis.  
2. The training of the Greek warrior; comparison of the education which Sparta and Athens gave their youth; study of Greek games through sculpture; the Olympic games, their preparation, conduct, and rewards.

3. The city of Athens as the best type of civic beauty; the Acropolis; the Parthenon, with special regard to the story of its frieze; a comparison of the early and later sculpture, to show quite simply the growth of artistic skill.

4. Our present-day use of Greek art and its evidences in the fine buildings of Chicago: a comparison of our best public buildings with those of Athens and a consideration of the proposed plan for the beautifying of Chicago.

*Geography.*—I. In connection with Greek history a study of Eurasia will be begun, Europe being studied in detail and with special reference to the peninsula of Greece.

1. Eurasia: size, shape, topography, drainage, and climate; comparison with North America.

2. Europe: position in relation to the continent as a whole; mountains, plains, and plateaus, and their effect upon climate and cultural development; drainage.

3. Greece: mountains and their influence upon the development of a people; climate; soil and products, and their relation to the limestone formation of the peninsula; coast-line, cities, and people.

II. The study of the region about Chicago which was begun in the autumn quarter will be continued. Field trips proposed are to the ravines at Glencoe, to the swamp at Ninety-first street, to the dunes at Dune Park, and to Stony Island. By means of these trips will be studied the action of rivers, of wind, of the lake, and of glaciers upon the topography of this region.

III. Reading of maps: interpretation of topography through color, and of distance through scales.

*Literature.*—Andrews, *Ten Boys*; Church, *Three Greek Children and Stories from Herodotus*; selections from Æschylus; *The Persians*; Hall, *Four Old Greeks*; White, *Plutarch for Boys and Girls*, Themistocles; Kaufman, *Our Young Folks Plutarch*, Themistocles, Aristides.

*English.*—Simple renderings of the Greek stories most enjoyed by children, and a possible dramatization of one of them; records of all observations made upon field trips and upon indoor experiments; exercise in composition and spelling based upon the needs shown by the written work.

*Home economics.*—In their previous cooking lessons the pupils have begun the study of doughs and batters, using air as the means of making them light. Now use will be made of carbon dioxide for lightening doughs: (1) in baking-powder mixtures, such as biscuit and shortcake, studying baking powder and its ingredients, soda and cream of tartar, and identifying the gas as carbon dioxide by the same tests used in the simple chemistry lessons of the winter quarter; (2) in making bread of yeast, in which will be found another method of producing carbon dioxide in the life-process of a microscopic plant. We shall make a study of yeast under the microscope, and a comparison will be made of the fermentation process utilized in bread-making with the fermenting of fruit observed in the lessons of the autumn quarter.

*Nature study.*—The work of the quarter will be done by the grade as a whole upon the field trips, in the school garden, and by means of various experiments. Special observations in various directions will be made by small committees of children, who will make regular reports to the grade in order to allow of wider range to the work.

I. Field study: (1) Study of the characteristic vegetation of the different topographic areas visited; trees, with special reference to their buds, flowers, and seeds. (2) Birds—their characteristics and habits and the connection between their return and their food supply. (3) Animal life and its relation to plant life; insects and pollination; earthworms and their work. (4) Small area chosen in which to observe the process of plant awakening. Specimens from this area will be transplanted to the schoolroom window-boxes for closer study.

II. Experiments: Germination of seeds under various conditions of

soil, water, and light; the growth, nutrition, transpiration, and respiration of plants.

III. Weather observations, with special reference to the connection between temperature and plant chronology.

*Mathematics.*—The aim will be to use number in connection with history and geography in every possible way in which it will help to produce clearer images. Nature-study, cooking, and manual training will demand constant use of denominate numbers and call for skill in using both decimal and common fractions. The field work will demand number in such problems as the numerical relation between the plant life in the small selected area and that of given larger areas; using of data of skiameter and common almanac; measuring inaccessible distances; plotting measure to scale; computing the area of circles, triangles, and rectangles in planning for the school garden.

*Manual training.*—Making of articles for the general use of the grade, such as plant and insect-boxes; articles in hard wood for home use, for which careful mechanical drawings will be made.

*French.*—For reading, the story of Racine's *Iphigène*, much simplified, will be used. Certain scenes from Racine's tragedy will be dramatized as indicated in the French outline for April. Written dictation and exercise in the forms of verbs will be given as the need is manifest.

*German.*—The children have acquired a vocabulary which will enable them to talk and read with a fair degree of fluency upon topics relating to school and home. Reading will be emphasized somewhat, the matter including stories from Grimm's *Fairy Tales*, riddles, and German songs.

*Art.*—Illustrative drawings of Greek games, costumes, and scenes from some historical events, the best of these to be given to the third grade, which is studying the stories of Greece; in connection with geography, painting of landscape typical of the region studied; paintings as records of observations in nature study.

*Music.*—The reading and writing of music will be continued by means of such songs as Robert Schuman's "Spring Song," Eleanor Smith's "Pussy Willow," Cæsar Cui's "Spring is Coming," and Reinecke's "O, Modest Violet."

## SEVENTH GRADE.

ELSIE AMY WYGANT.

*History.*—The following outline by Miss Rice will be the basis of work in history during the spring quarter:

"The general subject of the year's work is the period of discovery and exploration in American history and the settlement of the West. In the first half of the year especial attention was given to mediæval conditions, to the events that led to the discovery of America, and to the development of the art of printing and of inventions connected with navigation.